DOCUMENT RESUME

ED 398 402 CE 072 252

AUTHOR Temple, Grace
TITLE Evaluation--A Reality Check for Literacy Programs.
PUB DATE 96
NOTE 34p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; *Evaluation Methods; Evaluation Utilization; Guidelines; Information Dissemination; *Literacy Education; Needs Assessment; *Program Evaluation; Recordkeeping

ABSTRACT

This report provides a framework for local adult literacy program evaluation. Section 1 lists questions to achieve a consensus regarding the scope and nature of the desired evaluation; lists the five basic steps to design an evaluation of the program; and provides an evaluation report outline. Section 2 describes the following questionnaires that have been developed for those thinking of starting a literacy program and wanting to involve the community: human services and organizations questionnaire and questionnaire for businesses and offices of employment. Section 3 discusses program records that literacy programs should keep to monitor and document the program. Section 4 focuses on comparing program intent to what the program has become. Section 5 discusses brainstorming with volunteers, other staff, the board, and others to determine how to improve the program, what to do differently and more effectively, what should be modified or refined, dissemination. It also touches upon communication of results. An appendix contains the human services and organizations questionnaire; business and employment questionnaire; community contact public relations forms; suggestions to increase the number of adult learners referred to literacy for reading and/or speaking English; suggested list of program records literacy programs should keep; sample review forms; and nine-item reference and resource list. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED 398 402

EVALUATION - A REALITY CHECK FOR LITERACY PROGRAMS

Presented by Grace Temple

Abstract

All programs can, and should, initiate some sort of evaluation. This report provides a framework for Adult Literacy program evaluation. Included are practical suggestions based on the experiences of many programs.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G Temple

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 072 252

BEST COPY AVAILABLE

EVALUATION - A REALITY CHECK FOR LITERACY PROGRAMS

Volunteer adult literacy programs have been in existence throughout Michigan for over ten years now. However there is still no guide or measuring tool to help these programs to evaluate whether or not theirs is a quality program. After interviewing and observing many of these programs, it was discovered that from the smallest to the largest program, all *felt* that they were delivering a quality program, but many didn't have any way of substantiating their feelings other than, "the students are happy and the volunteers are supportive of our program". This "gut" feeling is quite probably very accurate, but funding sources and new programs starting up need something more concrete. They need an evaluation tool by which any adult literacy program can be assessed. This led me to the questions, "What would a quality evaluation plan look like?", and "could one evaluation plan be produced that would work for all, from the smallest to the largest adult literacy programs?"

Since evaluation can often be the key to survival and growth, this paper will design one for local literacy programs. To be effective, an evaluation doesn't need to be complex. The best recommendation is to keep a plan simple and establish a solid basis for future efforts. You need to know where your program is strong or weak, therefore you need to observe closely and reflect upon the details of how the program is working. An evaluation gives you the chance to systematically gauge the success of your program and define your next moves. To continue working without some sort of end-of-the-year look at what has been done, for whom, with what success and what problems interfered, is to stumble along in the dark.

After inquiring of several different literacy programs from throughout the state, ranging from a large (200+) program to very limited (<30), as to how they used evaluation, ERIC was acessed for documents and papers on this subject.. Ultimately, pulling together evaluations from a variety of different programs already in use were relied and to appraise them for what would work for literacy. What was needed was one that would capture both program development and operation as well as one that would be accessible to local practitioners. It also needed to show literacy programs that at least some evaluation can be completed by all programs, regardless of size. Additionally, as a literacy program grows and evolves, needs change. Therefore, the purpose and methods of evaluating the program needs to evolve and change, too.

To achieve a consensus regarding the scope and nature of the desired evaluation, ask these questions:

- Why is the program being evaluated?
- How will the findings be used?
- What are the primary and secondary objectives of the program?
- Which of these objectives are measured most easily?
- What proxies will be used to mesure the objectives?
- How much time is there for the evaluation?

- What data are needed?
- Where are these data available?
- How will these data be analyzed?
- What format is the best to present your findings?

The evaluation review process establishes the basic operating procedures and working arrangements for your program. You can keep evaluations simple by confining data needs to information collected as part of the day-to-day management process.

In order to design an evaluation of your program, you need take five basic steps:

1. Community needs assessment
   (Does your community really need a Literacy program?)
2. Documentation of what is done
   (services offered, to how many, for how long, etc.)
3. Results vs. intent
   (comparing what was planned to what actually happened)
4. Making adjustments
   (using what you found out to improve, discard, or add to as indicated)
5. Showing evidence of programs effectiveness
   (effects upon the community, changes within the community, etc.)

In preparing the evaluation report you should answer the questions you posed at the outset and explain the procedures used to derive the answers. The report should communicate what has been discovered, what was done, how it was done, and why it was done. An evaluation report outline would look something like this:

I. Introduction
   A brief description of the program , and who conducted the evaluation.
   An explanation of program's overall mission and goals.

II. Objectives
   State specific objectives and list the questions that were to be answered.

III. Methodology
   Discuss the plan used to select participants.
   Instruments and data collection procedures.

IV. Findings
   Provide clear answers or describe the progress being made toward them.

V. Conclusions/Recommendations
   Present conclusions drawn as a result of evaluation procedure and other options as alternatives in replanning.

"Be clear at the outset about what you want to do. Spend the time getting that in place before you get started or you're going to end up with a real mess."

Mary Lassen, Executive Director
Committee for Boston Public Housing

Involving the community, especially the human service community, by assessing the literacy needs and what other basic education services are already available, serves two purposes. One, it aids you in determining just how much of a need for your services and what kind of services are most needed in your area, and two, it fosters an increase in the likelihood of your program gaining assistance while opening another resource door. To this end, we have developed the following questionnaires for those who are thinking of starting a literacy program:

1. *Human Services and Organizations Questionnaire:* This form goes out to agencies and service organizations who interact with the community on a daily basis. Knowing what services they provide, where these services are available, when is the best time to contact them, and how illiteracy affects the quality of their delivery of services can help you get your job done: getting tutoring services to the greatest number of people in need. It also works as a vehicle for you to refer clients who are in need of other basic skills or social service needs.

2. *Questionnaire for Businesses and Offices of Employment:* In todays workplace, nearly 50% of the 191 million adults in the U.S. lack enough basic skills to work effectively. By taking this form to your community employers, you will serve two purposes: an opportunity to raise their awareness of who you are and what you have to offer, and the opening in which to give them a key tool for creating a cost effective workplace. There is also a side benefit for them when they upgrade their employees basic skills. "Companies that have begun training programs report increased loyalty by their workers, and their turnover rates are lower than rates for companies without such programs." (study by the Southport Institute for Policy Analysis)

See the appendix for copies of the questionnaires and community contact PR forms.

Good programs, by defininition, have good system of data collection and analysis. Be flexible and creative when thinking about the goals and design of your evaluation.

Pamela B. Miller
Harvard Family Research Project

To be effective in evaluating your program, you need some method of monitoring your program. By systematically documenting the service you provide, you gather information that can be reported to your funders, the community, and the participants. Even if you have no funding sources that require such data, the information gained is extremely useful to you to see if you are reaching those people you intended to reach, to discover trends and patterns, and to understand what changes or adjustments need to be made.

The purposes of documenting your service is to describe the frequency, content and quality of your program activities, and to justify expenditures. Data collection will tell you what you want and need to know about your program, the students, the tutors, the contributors and your expenditures toward each. This monitoring will help you discover answers to such critical questions as: What services do you offer?

Are you serving the people you want to serve?
Do different people receive different services?
What are the goals of the service?
How are your volunteers/tutors using their time?
How are you using your funds?

Any program evaluation also needs to take the program's evolution into account. Older, more established programs should begin assessing the effects of their services on the community. Evaluation needs to be tailored to "who" you are. If you are in the start up stage of your organization, the focus is on implementation of program components, while more established programs can examine whether services reached those intended to receive them and the effects of these services. For those who have interagency linkages, your evaluation will include assessing coordinated activities. (track participants across agencies, explore how the referral system is working, and assess the level of integration of coordinated services.) Evaluation is integral to program design and instrumental to program success. Data collection aids in discovering your program's strengths and leads to greater success.

See Appendix for a suggested list of program records literacy programs should keep.

"There is no effort withour error"
Theodore Roosevelt

How close to target did you come? Are you doing what you set out to do? Now that you have gathered the evidence needed for the evaluation, does it show that the figure produced corresponds to the target, goals, mission? Is there a difference between your goals and the actual performance? Each step in the evaluation process helps you learn more about the aspects of your literacy program. Your goals and objectives may be set too high, or are too expensive to live up to, and therefore need to be refined. Decisions need to be made about whether to act on any difference between actual performance and the goals. At any stage of the evaluation, the literacy program director may see a problem or barrier to attaining set goals and will start the process to "fix it". This is necessary if the evaluation is to be useful. Failure to reassess the programs stated goals and objectives based on recorded data will often lead to a program that is misdirecting its efforts.

This step in the evaluation process focuses on how program decisions are made and by whom. It describes what the program looks like in "real life" and gives you an opportunity to analyze how it operates on a day-to-day basis. The purpose of comparing program intent to what the program has become is to:

Examine service data to determine if targeted population is appropriately defined.

Review and revise program objectives.

Provide timely and pertinent feedback to staff members and make program improvements.

By looking at the differences between what was planned and what really did happen, you become prepared to move beyond numbers and statistics and analyze participant and program data in order to help you attain a well-rounded perspective on your program outcomes.

Sample review forms are included in the Appendix.

Those of us who refuse to risk and grow get
swallowed up by life.
Patty Hansen

Just knowing where you are and how your intent matches up with the "big" plan isn't enough. Now comes the important phase for literacy programs. If you are to grow and improve and get stronger, you'll have to take a risk. Brainstorm with volunteers, other staff, your board, and anyone else you can think of that has a stake in seeing your program continue, about how to improve, what to do differently, more effectively.. What should you modify or refine? Is there some fine-tuning that needs to be done? What about dissemination? Are you getting the word out effectively? Rethink your short-term goals and determine what your indicators of success are. Take time to consider how data analyses can reinforce your conclusions. See if the learners goals correspond to the program goals. Sometimes our programs become "top down", or from the director and staff down, instead of "bottom up", or from the needs of those we serve up to program planning. Programs exist for as long as they are fulfilling a need in the community. You need to be ready to change as the change occurs within your community. Tutoring one-on-one at a library or church site may become less important to your clients than tutoring on-site at their workplace. No literacy program should become static. "We've found our grove and we are comfortable in it." Instead, through evaluation, you will become able to stretch, expand and grow as the needs of your clients change. No evaluation is through until recommendations for *action* are drawn up. These should then be the outline for the next years goals. The evaluation is both the end of the year activity and the beginning of the new year's plan.

Finally, and if you want to survive, it is most important to communicate the results. Not just to your Board or funders, but to the community, your volunteers, the other agencies you collaborate with and any one else that could influence or help your program. This gives your program an opportunity to become more integrated into the overall operations within your community. By disseminating the evidence of the different effects of your program, you give the community a feeling of identity with you. Policy decisions could be influenced by the evidence of how your community benefited from your program. It could also result in greater participation in referrals by other agencies and support for your program from unexpected sources. Hopefully, it will result in proof that your program enriches the community you serve.

EVALUATION ELEMENTS

CHANGES TO THE INDIVIDUAL

The measure of the increase in the evident elements of a healthy learning individual.

AMOUNT OF CONSUMER SATISFACTION

The measure of perceptions regarding improved quality of life.

CHANGES WITHIN THE COMMUNITY

The collective differences in health outcomes and new resources outside of agency services.

AGENCY SYSTEMS REFORM

The changes and improvements in the operation of the agency service delivery mechanism including access to services and financial resource integration.

EXAMPLE:

Individual	Consumer Satisfaction	Systems Change	Community Change
25 adults obtain GED	70% report increased personal satisfaction	Schools provide adult drop-in	Literacy rate improves by 20%

Appendix

HUMAN SERVICE & ORGANIZATIONS QUESTIONNAIRE

Please fill in to the best of your ability. Answer with estimate of percentages if you do not know exact numbers. Answer DO NOT KNOW if you do not have an estimate at all.

Name of Agency_____

Agency Address_____City_____

State, Zip_____Agency Phone_____

Person Completing Survey_____ Title_____

1. How many different clients do you serve each year?_____

2. How many of these clients do not speak English well?_____

3. Of your total clientele, how many have difficulty filling out forms?_____

4. How many clients cannot fill out forms at all(i.e., ask you to do it; ask to take them home; bring along a spouse or friend to fill them out)?_____

5. According to your information, how many of these clients are presently receiving some form of literacy instruction?_____

6. In your opinion, how many of your clients who need literacy services would be interested in receiving literacy instruction if it were made readily available?_____

7. Which of the following are the most likely barriers to literacy services that affect your average client? (Please rank in order with 1 = most often)

____ child care	____ cost of classes
____ transportation	____ fear of failure
____ location of classes	____ lack of awareness about classes
____ times of classes	____ other, please explain_____

_____

8. What services does your agency provide_____

_____

9. Where? (in-home, agency site, etc.)_____

Thank you for helping us by filling out this questionnaire.

BUSINESS & EMPLOYMENT QUESTIONNAIRE

Please fill in to the best of your ability. Answer with estimate of percentages if you do not know exact numbers. Answer DO NOT KNOW if you do not have an estimate at all.

Name of Company_____

Address_____City_____

State, Zip_____ Phone_____

Person Completing Survey_____ Title_____

1. How many different employees do you hire each year?_____

2. How many seekers of employment do you have per year?_____

3. How many of these (1 & 2) do not speak English well?_____

4. Of your total (1 & 2), how many have difficulty filling out forms?_____

5. How many cannot fill out forms at all(i.e., ask you to do it; ask to take them home; bring along a spouse or friend to fill them out)?_____

6. According to your information, how many of these people are presently receiving some form of literacy instruction?_____

7. In your opinion, how many of your employees who need basic skills help would be interested in receiving literacy instruction if it were made readily available?_____

8. Which of the following would be a barrier to providing literacy services for your employees? (Please rank in order with 1 = most often)

____ child care	____ cost of classes
____ transportation	____ fear of failure
____ location of classes	____ lack of awareness about classes
____ times of classes	____ other, please explain_____

8.What % of your employees would advance if they had their GED?_____

9. Which of the following are significant problems in your business?

___high error/waste	____high turnover	____high rate of accidents?
___high absenteeism	____low participation in training	___errors in computation

Thank you for helping us by filling out this questionnaire.

5% PROGRAM "PROMOTIONAL ACTIVITIES"

[Does NOT include special seminar promotional information]

9/27/93 thru 6/30/94

Date	Promotional Activity					
	Cnty	Broch Placed	Meal Site	Promo to Agy	Spec. Presen	Area

COMMUNITY CONTACT FORM

Agency	Contact person	Phone No.	Date of Contact

SUGGESTIONS TO INCREASE THE NUMBER OF ADULT LEARNERS REFERRED TO LITERACY FOR READING AND/OR SPEAKING ENGLISH

1. Contacts with community service agencies, (interagency meetings/collaboratives).
2. Publicize through churches and community groups, such as pulpit announcements.
3. Encourage word of mouth; learners telling others.
4. Flyers in grocery bags, surplus food boxes, etc.
5. Radio paid and public service announcements.
6. Referrals from public schools and adult basic education programs.
7. Posters and fliers in laundromats, health clinics, or sent home with school children. Hopefully, someone in the family who reads will inform those who don't.
8. Have information about the program available in waiting rooms at MESC, DSS, jails, substance abuse centers, etc..
9. Provide outreach to parents of students through the schools, e.g. PTA, school newsletters, speakers at schools.
10. Recruit adult learners during agency home visits.
11. Provide tutoring on site in migrant camps.
12. Promote student success stories.
13. Show reading skills/English speaking skills as link to future employment.
14. Reach out to adult learners by "selling knowledge". For example, offer a program on Parenting or Health Awareness, then teach reading and writing skills within that context.

DATA COLLECTION FOR EVALUATION

Program Records

STUDENT

Intake Data Needed:

- Date of intake
- Referred By?
- Name
- Address
- Phone
- Gender
- Ethnic group
- Native Country
- Age group
- Marital status
- No. of children at home
- Education Level
- Employment status
- Type of program entered
- Tutor assigned
- Site of sessions
- Termination Reasons
- Achievements
- Pertinent background info.(learning problems, social problems, comments from referring agency, etc.)

Descriptive Data needed:

- Learner's goal(s)
- Currently in which other programs
- Tests and assessment methods used
- Reading level
- Learning style(s)
- Date lessons began
- No. of instruction hours each month
- No. of hours in program
- Date sessions finished
- Achievements
- Entered other education/training
- Support services received

VOLUNTEER

Data Needed:

- Name
- Address
- Phone
- Age group
- Birth date(month & day)
- Gender
- Occupation
- Employer
- Work phone
- Education
- Referral(how heard of program)
- Previous tutoring
- Times available(days & times)
- Date and type of training
- Assignment site
- Student assigned
- Closest Library
- Additional Info.
- Ending date
- Termination reason

Performance Data:

- No. workshops attended
- No. tutor hours each month
- No. prep hours each month
- No. inservices attended
- Length of stay w/program

PROGRAM

Status:

- Types of programs offered (i.e. basic reading, family, corrections, migrant, workplace, in-class adult Ed., computer assisted, other)
- No. of learning/tutoring sites.
- No. collaboratives or working arrangements with community service agencies.
- No. referred ***to*** other agencies.
- No. referrals ***from*** other agencies.
- No. of inservices offered this year
- No. of basic skills tutor training workshops
- No. of ESL workshops offered
- No. of persons trained
- No. of of tutors available now for assignment
- No. of tutors who wish to be contacted later for assignment..

Tutors

1. No. of active tutors
2. No. of new tutors
3. Total tutors for year
4. No. Terminated Tutors
5. No. tutors active on report date
6. No. Basic reading only
7. No. ESL only
8. No. in other programs
9. Total no. in all programs

Students

1. No. students in programs for 50 hours
2. No. students enrolling 4th or below
3. No. terminations, plus reasons
4. No. waiting for tutor
5. No. improving reading skills
6. No. meeting personal goals plus type
7. No. improving self-esteem(or integration into N.A. culture, i.e. positive attitude, pride in appearance, attempts things new more willingly, etc.)
8. No. going on to other educational/training
9. No. improving employment or employability
10. No. new students recruited and assessed
11. No. Student/Tutor placements for year

Administration

1. No. Board members
2. No. trainers
3. No. support (non-tutor) volunteers
4. No. matched tutors
5. No. unmatched
6. No. Basic literacy instructional hours, prep hours
7. No. ESL instructional hours, prep hours
8. No. instructional, prep hours of other programs
9. Total hours
9. No. of training workshops conducted

ANNUAL STATISTICAL REPORT

Program Management Form

Report Period: __/__/__ - __/__/__

Person Completing Form _____

Council Name _____

Address _____

City _____ Zip _____

I. Program Type

___ Community Based

___ Agency Based

Major source of funding _____

Sponsor organization is (check one)

__Adult Basic Ed __Library

__Community College __Corrections Facility

__VocTec School __Other _____

____Percent of total budget is organization in-kind

II. Administration

Total # of Paid Staff: Full Time ___ Part Time ___

Total # of Board Members ___

Total # of Trainers ___

# of instructional hours Basic Lit ___

instructional hours in other programs ____

ESL trainings conducted ____

Tutor In-service workshops ____

Total # non-tutor volunteers ____

Total # matched tutors ____

Total # unmatched tutors ____

instructional hours ESL ____

Total # instructional hours ____

Basic Literacy Trainings ____

Tutor newsletters Yes__ No__

III. Program

Types of Programs Offered (check all that apply).

Basic Reading/computation __

Family Literacy __

Migrant Literacy __

Computer-Assisted __

Other _____

ESL/Conversational English __

Workplace Literacy __

Corrections Literacy __

GED Prep __

__

Types of Tutoring sites (check all that apply)

Library __ Church __ Community Center __ School __ Business __ Other __

Program Status

Have established a networking or collaborative with community service agencies Y__ N__

# of clients referred to other agencies ____
# of clients referrals from other agencies ____
# of presentations to community (outreach) ___
# of volunteers recruited *this* year ___
# of persons trained ___
# of tutors available now for assignment ___
# of tutors who wish to be contacted later for assignment ____
# of out-of-area workshops make available to volunteers ____

Have an ongoing tutor support group Y __ N __
Have an ongoing student support group Y __ N __
Have a resource library available to students and tutors Y __ N __
Provide ongoing tutor support and supervision Y __ N __

IV. Support and Revenue (check all that apply)

Training Workshops ____
Sales of Books,pins etc. ____
Income from fund-raising ____
United Way ____
Contributions ____
Memorials ____
Foundation/Corporate Grants ____
Federal/State Grants ____
Fees for contracted services ____
Other_____ ____

Computers

Our program uses a Macintosh __ Apple II or Compatible __ IBM PC or Compatible__
For Management only ____ Teaching ____
(Please check all that apply)

ANNUAL STATISTICAL REPORT

STUDENT FORM

Report Period __/__/__ - __/__/__ Person completing form _____

I. Status

Number of students in programs for 50 hours		____
Number new students recruited & assessed		____
Number of students enrolling at 4th or below		____
Number of Student/Tutor placements for year		____
Number of students waiting for a tutor		____
Number showing improved reading 1 level or more		____
Number meeting personal goals		____
Number improving self-esteem or integration into North Am. culture		____
Number going on to other education or training		____
Number improving employment or employability		____
Number of terminations		____
Number that stayed	0-6 hours	____
	7-12 hours	____
	13-25 hours	____
	26-50 hours	____
	50+ hours	____
Number of students in One-to-One tutoring		____
Number in small groups		____
Number in Computer assisted		____

II. Profile (enter # of students served during the year in each category. Include both active and terminated)

Age		Education		Ethnic Origin		Sex	
Under 18	___	0-4th	___	Caucasian	___	Male	___
19-23	___	5-9	___	Hispanic	___	Female	___
24-45	___	9th +	___	Asian	___	**Total**	___
46-60	___	H.S.Diploma	___	Afro-Am.	___		
Over 60	___	Some College	___	Nat. Am	___		
Not available	___	Not available	___	Not avail.	___		
Total	___	**Total**	___	**Total**	___		

PROGRAM ASSESSMENT CHECKLIST: GOVERNANCE

1 Y N Is there a Board of Directors and does it obviously take legal, financial, and moral responsibility for the program?

2 Y N Is there an advisory committee and does it help advocate the program and provide direction for it?

3 Y N Are program participants ever confused about the policies of the program?

4 Y N Does the composition of the board reflect the key segments of the community needed to show community support?

5 Y N Does the Board give active attention to all the necessary areas of its responsibility?

6 Y N Is anyone or a group responsible for reviewing the program and recommending changes?

7 Y N Are new Board members oriented to the program with a kit of all the basic documents?

8 Y N Is the program legally incorporated as a non-profit corporat

9 Y N Does the program operate on a tax-exempt status?

10 Y N Are there any areas of the program's operation for which a lawyer's advice should be sought?

11 Y N Does the program have an annual action plan that outlines what the program's workers should be doing?

12 What are the program's long range goals?

13 In what ways do adult learners and staff share in the author and responsibility for operating the program?

PROGRAM ASSESSMENT CHECKLIST: COMMUNITY

1 Yes No Does the program operate on the basis of a community assessment?

2 Yes No Can the program make a good case for its existence in the community?

3 Yes No Are there any key program constituents whose perspectives were left out or ignored in the community assessme

4 Yes No Does the program keep its "facts and figures" about community literacy problems in a file that can be used in making presentations?

5 Yes No Do the program's client records show that the program is working with the same learner population described in the mission statement?

6 Yes No Does the program have written statements of what it means by literacy, the program"s mission, philosophy, and the results it expects for learners in the program and for the overall community?

7 Yes No Will the program's approach to instruction produce the kind of results it hopes for its adult learners?

8 Yes No Does the program have a well-prepared presentation of the problems of illiteracy and opportunities for addressing them that it uses in the community?

9 Yes No Does the program ever make presentations in the communit to help it understand the need for everyone to have literacy skills?

10 In what ways do program participants (learners, instructors,staff learn more about the issues facing adults with literacy problems?

_____

_____

_____

11 What is the program's goal in the community?

_____

_____

12 What is the program's definition of "literacy?"

13 What is the program's "mission?"

14 What is the program's "philosophy?"

15 What results does the program hope its learners will experience?

16 What results does the program hope its larger community will experience?

17 What does the program do to keep in touch with other literacy efforts?

18 With what other literacy and non-literacy resources has the program entered into partnerships?

19 List the opportunities the program's taken in the last year to be vocal in its support of literacy in the community?

Student Satisfaction Questionnaire

1. How long have you been a student in the program?

2. Which program are you enrolled in?

☐ Basic Literacy ☐ ESL ☐ Family Literacy ☐ Workplace/Workforce Literacy ☐ Other (please name)

Other: _____

3. How did you hear about the program?

☐ TV ☐ Radio ☐ Newspaper ☐ Poster ☐ Hotline ☐ Presentation

☐ Family ☐ Friends ☐ Church ☐ Job ☐ Referral ☐ Other: _____

4. Did you attend the student orientation? ☐ Yes ☐ No

5. How did the student orientation go? _____

6. How are you and your tutor getting along? /Tell me about your classes.

_____

_____

7. The lessons are:

☐ Too easy ☐ Just right ☐ Too hard ☐ Other (please explain)

8. How do you like working with:

Reading	☐ Like it	☐ It's OK	☐ Don't like it
Spelling	☐ Like it	☐ It's OK	☐ Don't like it
Writing	☐ Like it	☐ It's OK	☐ Don't like it
Math	☐ Like it	☐ It's OK	☐ Don't like it
Job skills	☐ Like it	☐ It's OK	☐ Don't like it
Computers	☐ Like it	☐ It's OK	☐ Don't like it

9. What other things would you like to work on? _____

10. Is your reading better? ☐ Yes ☐ No

11. What are you reading now? _____

12. Do you read more now? ☐ Yes ☐ No

13. Do you feel like you are reaching your goal? ☐ Yes ☐ No

14. Are any of these a problem for you?

☐ Health ☐ Child care ☐ Transportation ☐ Car problems ☐ Moving away

☐ Job hours ☐ Lesson times ☐ Personal problems ☐ Other

15. Besides being a student, are you involved in the program in any other way?

☐ Board member ☐ Volunteer ☐ Student group ☐ Public speaker ☐ Other

16. What could be done to make this program better? _____

LITERACY COUNCIL

TUTOR/STUDENT PROGRESS REPORT

TUTOR: _____

I _____ working with _____
am-am no longer Name

_____
Address

_____/_____
City Phone

List materials you use/used:

_____

_____

Where do/did you meet?_____

How many hours a week?_____

With student

How long has your student been working with you?

_____

Would you like him/her tested for progress?

_____

How can the office help?
New books____
Different books____
Extra materials____
Need ideas_____

Without student

How long did your student stay with the program?

_____

What was the date of your last meeting?

_____

Reason for leaving:
Moved____ Health____
Too many no shows___
Took a job___Met goal__
Other_____

Would you be interested in . . . Meeting with other tutors?___
A tutor/student group?_____
A workshop on new materials__
A workshop on present texts__

SUGGESTIONS/QUESTIONS

_____

_____

_____

Date: _____

Your Name _____ Phone _____

Student Name _____
(If you are working with more than one student please make a duplicate form or contact our office for a copy.)

Are you currently meeting with this student? _____

Is your student employed? _____

If "Yes", where? _____

Are they salaried or paid hourly? _____

If "No" is he/she interested in job re-training? _____

Is your student a veteran? _____

How many hours did you work with your present student since January 1 - March 31? _____

How many total hours have you worked with your present student? _____ If more than 40 hours total, have you given a test? _____

Would your student be interested in being part of the student council? _____

How many hours do you think you have worked in the literacy program since you began? _____ When did you start? _____

Name of the public library to which you would like materials delivered? _____

Would you be willing to distribute literacy brochures in your area? (To make sure [illegible] residents are aware of the services of the literacy project) _____

What subjects would you like covered in future In-Services? _____

_____

If you are an Adult Education tutor (working with a student assigned by an Adult Education teacher) please give us this additional information:

What Adult Ed. program are you working in? _____

What days _____ hours _____ do you work?

What building are you in? _____

REPORT FORM

Ideal tutor/student contact time for one month is 8 hours

Month	Tutor	Contact time	Prep time	*Totals*
totals				

PERFORMANCE VS. PLAN: SERVICE TO TARGET GROUPS

% of Total Participants				
STUDENTS		**ACTUAL**	**PLAN**	**% of Deviation**
SEX	Male Female			
RACE	White Hispanic Asian Afro Am Native Am			
# OF STUDENTS	RECRUITED			
# OF STUDENTS	ASSESSED			
# OF STUDENTS	TUTORED			
# OF AGENCY	REFERRALS			

PERFORMANCE VERSUS PLAN ASSESSMENT
(Summary Assessment Form)

Program Objectives/ Service Areas	Activities	Planned End Results, Outcomes Products	Achieved		Performance vs. Expectation by				Prf. Level (poor to high)	Explanation of factors influencing performance
			Yes	No	Quantity	Quality	Time	Cost		

ACTION PLAN — OUTCOME (#____):

STRATEGIES	RESOURCES People, Organizational, Financial		Timeline	What happened
	Available	Needed		
1.				
2.				
3.				
4.				
5.				

Reference and Resource List

Berk, R. A., & Rossi, P. H. 1990. *Thinking about program evaluation.* Newbury Park, CA:Sage Publications.

Bouffler, Chrystine. 1993. *Literacy Evaluation-Issues and Practicalities.* Primary English Teaching Association, NSW, Australia.

Bryk, A.S. (Ed.) 1983. *Stakeholder-based Evaluation.* San Francisco, CA: Jossey-Bass Publishers.

Burnham, Byron R. 1995. *Evaluating Human Resources, Programs and Organizations.* Krieger Publishing Company. Malbar, Florida.

Jackson, Gregg B. 1990. Measures for *Adult Literacy Programs.* A joint publication of the Association for Community Based Education and the ERIC Clearinghouse, Measurement and Evaluation. ERIC - American Institutes for Research.

Knelll, S., Geissler, B., & Ryan, K. 1991. *The Mechanics of Success: Evaulation and Program* (Report #3). Rantoul, IL:Illinos Literacy Resource Development Center.

Morris, Fitz-Gibbon and Freeman. 1987. *How to Communicate Evaluation Findings.* Center for the Study of Evaluation. University of California, L.A. - Sage Publications.

Patton, Michael Quinn. 1987. *How to Use Qualitative Methods in Evaluation.* Center for the Study of Evaluation. University of California, L.A. - Sage Publications.

Wholey, J. Hatry, H. & Newcomer, K. 1994. *Handbook of Practical Program Evaluation.* Jossey-Bass Publishers. San Francisco.